

Appendix B: ROPA and Regulation

ROPA STANDARD I: Standards-Based Preparation Programs provide candidates with coherent and purposeful instructional experiences. These include a content-rich general knowledge base and the knowledge, skills, and dispositions of their content area(s), of pedagogy, and of professional practice as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and endorsement competencies.	
ROPA INDICATOR	VT REGULATION
1.01 Programs assure that candidates acquire content-rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	5231 Except as otherwise noted by this section, the applicant shall hold a baccalaureate degree from a regionally accredited or state-approved institution and shall have successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought. 5234 Demonstrated ability to communicate effectively in speaking, writing, and other forms of creative expression and the ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills. 5241 Except as otherwise provided by Rule 5247, all applicants for initial licensure under sections 5310, 5320, 5330, 5340, or 5345 of these rules shall be required to meet the passing scores established by the State Board of Education on the Praxis I examinations in reading, writing, and mathematics or other skills examinations selected by the State Board.
1.02 Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).	5232 Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsement(s) being sought. 5235.1 The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> . 5242 Subject Matter Examinations in English, Mathematics, Science, Elementary Education, and Social Studies. Except as otherwise provided by Rule 5247, all applicants for initial or additional endorsements in English, Mathematics, Science, Elementary Education, or Social Studies shall be required to meet the passing scores established by the State Board on the applicable Praxis II examination or other examination selected by the State Board in the endorsement area sought.
1.03 Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social, physical and emotional development.	5235.2 The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development. 5235.3 The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
1.04 Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	5235.9 The educator integrates current technologies in instruction, assessment, and professional productivity.

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1.05 Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the Five Standards for Vermont Educators: A Vision for Schooling, the 16 Principles for Vermont Educators, the Vermont Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.	5235.4 The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> . 5235.6 The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests. 5235.15 The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.
1.06 Programs assure that candidates develop as reflective practitioners and plan for professional growth.	5235.14 The educator grows professionally, through a variety of approaches, to improve professional practice and student learning
1.07 Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.	5235.13 The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

ROPA Standard II: Collaboration with preK-12 Schools

The program and its preK-12 partners are committed to the improvement of teaching and learning for all: candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions needed to meet the needs of all preK-12 students.

ROPA INDICATOR	VT REGULATION
2.01 Programs establish respectful, collaborative and mutually beneficial relationships with schools, districts And other educational settings that provide field experiences for candidates.	5923.3 The placement of student teachers is the responsibility of the institution and shall meet the following requirements: a) A minimum of twelve consecutive weeks of student teaching in an educational setting where the student shall gradually assume the full role and responsibilities of a classroom teacher; b) The assignment shall be with a licensed educator in an appropriate setting as determined by the school district and training institution. Exceptions shall be documented and submitted to the VSBPE for approval. c) A written agreement with the school in which a student teacher is placed outlines the responsibilities of each party;
2.02 The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high quality learning opportunities for candidates.	5922.7 The Cooperating Educators have sufficient orientation and are involved in planning and evaluation of field experiences. 5923.3 The placement of student teachers is the responsibility of the institution and shall meet the following requirements: e) The placement process and student teacher expectations are incorporated in a student teaching handbook. 5923.5 To successfully complete a student teaching program, a student teacher shall achieve at least a grade of "B". Prior to issuing a student teaching grade, the institution shall consider the evaluation by the Cooperating Educator.
2.03 Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical, and a full range of professional and general knowledge in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	5923.2 Except as otherwise provided, all candidates for student teaching shall meet the following qualifications: a) Competence in writing, speaking, and mathematics, and mastery of the content area appropriate to the endorsement(s) being sought; b) Competence in teaching of reading, implementing the principles of developmental psychology, and teaching in the content area(s) appropriate to the endorsement(s) areas sought; c) Academic competence as attested by an overall B average, and a B average in field of major studies as defined by the institution, or written certification of intellectual competence by an academic dean; d) Through related course work, completion of a minimum of 60 clock hours of supervised field experience; 5923.3 The placement of student teachers is the responsibility of the institution and shall meet the following requirements: a) A minimum of twelve consecutive weeks of student teaching in an educational setting where the student shall gradually assume the full role and responsibilities of a classroom teacher.
2.04 Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.	5235.8 The educator integrates students with disabilities into appropriate learning situations. 5235.10 The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, or national origin, and takes proactive steps to address discrimination.
2.05 Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.	5923.2 Except as otherwise provided, all candidates for student teaching shall meet the following qualifications: D) Through related course work, completion of a minimum of 60 clock hours of supervised field experience; <i>See also individual endorsement requirements.</i>

ROPA Standard II: Collaboration with preK-12 Schools

The program and its preK-12 partners are committed to the improvement of teaching and learning for all: candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions needed to meet the needs of all preK-12 students.

ROPA INDICATOR	VT REGULATION
<p>2.06 Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<p>5923.3 d) Cooperating Educators have been trained by the institution in the strategies and methods being taught in the educator preparation program.</p>

ROPA STANDARD III: System of Assessment The educator programs use rigorous and varied performance assessments to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the <i>endorsement requirements</i> .	
ROPA INDICATOR	VT REGULATION
3.01 Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	5922.4 The institution establishes performance criteria for entrance to and exit from its educator preparation programs.
3.02 Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards</i> , the <i>16 Principles</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.	5922.9 The institution's program of studies ensures that all of the state's general licensure competencies, specific endorsement competencies, and other licensure requirements are covered for each student in the program. 5923.4 The supervision and evaluation of student teachers by the institution's faculty shall meet the following requirements: b) The institution's supervisors shall observe and advise the student teacher at least once every ten teaching days.
3.03 Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.	5922.1 The institution maintains an Institutional Portfolio and requires each student to maintain an individual student portfolio.
3.04 Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.	5922.6 Faculty and students know what competencies and other requirements are necessary for licensure and endorsement.
3.05 Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.	5922.8 The institution, in order to continuously improve its programs, conducts follow-up studies of graduates and seeks the opinions of those who have hired recent graduates.

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ROPA INDICATOR	VT REGULATION
3.06 Institutions and programs use a formal system to collect information from the educators' employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.	5922.8 The institution, in order to continuously improve its programs, conducts follow-up studies of graduates and seeks the opinions of those who have hired recent graduates.

ROPA STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	
ROPA INDICATOR	VT REGULATION
4.01 Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	5911.2 An Individual Student Portfolio shall be maintained by the student and shall contain appropriate and sufficient documentation of an individual's competence and growth as a beginning educator including meeting all requirements for licensure.
4.02 Programs use the data gathered through the assessment system(s) to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	5922.3 The program clearly defines results expected of students that are consistent with its theme, the "Standards for Vermont Educators: A Vision for Schooling", and state requirements for licensure and endorsement. 5922.9 The institution's program of studies ensures that all of the state's general licensure competencies, specific endorsement competencies, and other licensure requirements are covered for each student in the program.

ROPA STANDARD V: Commitment to Diversity The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity in our world. The program provides candidates with the knowledge and opportunities to explore and address issues of diversity in the context of teaching and learning.	
ROPA INDICATOR	VT REGULATION
5.01 The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.	
5.02 The institution and programs recruit, admit, support, and retain students from diverse backgrounds.	
5.03 The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	
5.04 Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	5235.3 The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
5.05 Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	5235.10 The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, or national origin, and takes proactive steps to address discrimination. 5235.12 The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.
5.06 Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety	5235.5 The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety. 5235.8 The educator integrates students with disabilities into appropriate learning situations.

ROPA STANDARD VI: Resources The institution provides its educator programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's Program Approval Standards.	
ROPA INDICATOR	VT REGULATION
6.01 The program is fully accredited by NEASC or equivalent.	
6.02 The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.	5921 The institution's administrative procedures for operating and maintaining approved programs ensure: 5921.1 consistency with licensing regulations and consistency with the program approval granted by the VSBPE. 5921.3 notification to the Licensing Office, in advance, of any significant change affecting an approved program or administrative procedures.
6.03 The institution provides resources adequate to provide quality experiences to meet the Five Standards for Vermont Educators: A Vision for Schooling, the 16 Principles for Vermont Educators, the Vermont Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.	5921 The institution's administrative procedures for operating and maintaining approved programs ensure: 5921.1 consistency with licensing regulations and consistency with the program approval granted by the VSBPE. 5921.3 notification to the Licensing Office, in advance, of any significant change affecting an approved program or administrative procedures.
6.04 The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and from preK-12 schools to maintain high quality educator programs at all levels.	5923.4 The supervision and evaluation of student teachers by the institution's faculty shall meet the following requirements: a) Supervision shall be provided by qualified faculty from the institution's staff including adjunct faculty. An individual shall not serve simultaneously as the Cooperating Educator and as the supervisor from the institution's faculty. b) The institution's supervisors shall observe and advise the student teacher at least once every ten teaching days. c) The institution's supervisors shall not be assigned more student teachers than can be adequately supervised and supported.
6.05 The institution's resources and practices related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.	5923.4 The supervision and evaluation of student teachers by the institution's faculty shall meet the following requirements: c) The institution's supervisors shall not be assigned more student teachers than can be adequately supervised and supported.

ROPA STANDARD VI: Resources The institution provides its educator programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's Program Approval Standards.	
6.06 The institution provides resources to assure that technologies in instruction and administration are current and accessible.	5235.9 The educator integrates current technologies in instruction, assessment, and professional productivity.
6.07 The institution provides the education programs with the resources needed to meet the ROPA Program Approval Standards and implement the Five-Year Plan.	5910 Approval Process Statement of Purpose Approval by the VSBPE authorizes an institution with an educator preparation program to recommend a person who satisfactorily completes the approved program as eligible for licensure and endorsement.

ROPA STANDARD VII: Institutional and Program Renewal To evaluate its quality and effectiveness to prepare knowledgeable and skilled beginning educators, the institution and programs engage in ongoing self-assessment in relation to each of the Program Approval Standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme.	
ROPA INDICATOR	VT REGULATION
7.01 The institution and programs have a system for engaging in ongoing self-assessment in relation to each of the ROPA standards.	5911.1 The institution shall prepare an Institutional Portfolio that is a Program Assessment and Planning Report, maintained by the institution, that documents the effectiveness of the institution's programs in preparing competent educators, and which also details plans for improvement and innovation in meeting current and evolving standards of best practice in educator preparation.
7.02 Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	5911.1 The institution shall prepare an Institutional Portfolio that is a Program Assessment and Planning Report, maintained by the institution, that documents the effectiveness of the institution's programs in preparing competent educators, and which also details plans for improvement and innovation in meeting current and evolving standards of best practice in educator preparation.
7.03 Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.	<p>5936.3 The institution shall respond, in writing, to the Chair of the VSBPE regarding the contents of the report. The response shall include plans to address the recommendations specified in the report of the review team.</p> <p>5941.3 No later than two years after full approval, the institution shall submit to the VSBPE a report indicating how the institution has addressed the recommendations of the review team. Continuation of full approval for each program is dependent upon satisfactory progress in addressing the recommendations of the review team.</p>